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ABSTRACT

In this report the Quinsigamond Community College (Massachusetts) effort to establish a Community Educational Service Center project, funded by Title I of the Higher Education Act of 1965, is discussed. The primary purpose was to offer special educational services to minority and low-income groups in the local area. The demonstration project was aimed at college administrators, boards, and other government officials. It was believed that increased education for minority peoples would result in greater income for them and subsequent local government betterment. A wide variety of programs and project activities affecting different aspects of community life were initiated. They were classified as operational, planning, and exploratory programs; and ancillary, demonstration, and funding project activities. Four operational programs were reported on: (1) establishment of Community Learning Innovation Centers; (2) forming the Worcester Center for Community Studies; (3) beginning a community newspaper; and (4) implementing a remedial-tutorial program. A line-item budget and PPBS flow chart along with evaluative statements from some participants are appended to the report. (AL)

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QUINSIGAMOND COMMUNITY COLLEGE

COMMUNITY EDUCATIONAL SERVICES CENTER

A Progress Report

presented to

Commonwealth of Massachusetts

Board of Higher Education

to

The Board of Regional Community Colleges

to

Appropriate State of Massachusetts

Government Officials

to

Community College Personnel

and to

Persons Interested in Community Services

at Massachusetts Community Colleges

September, 1969

by

Brian Donnelly

JC 720 044

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 2 1972

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Financial support for this project has been provided by:

The Massachusetts Department of Higher Education

Title I of the 1965 Higher Education Act

and

Quinsigamond Community College

Brian Donnelly has been instructor of philosophy and

Director of the Community Educational Services

Project through July, 1969 at Quinsigamond

Community College

Acknowledgements

Community Colleges are new and yet emerging institutions. All of their potentials have not yet been realized. Quinsigamond Community College is young and still establishing itself in accepted community college roles. The Community Educational Service Center Project is an attempt to establish an additional role for community colleges. It is only by dedication to the total concept of community college by Quinsigamond faculty and staff that this project could be undertaken.

Various colleagues have been of special help. The faculty community services committee which inspired the Remedial-Tutorial Program has been particularly generous with its time. Dr. Willard Callendar of Clark University has provided much encouragement to the project as a whole. The Worcester Consortium staff has frequently provided suggestions and encouragement to the project's development. Dr. Kenneth Cummiskey, Director of the National Council on Community Services for the American Association of Junior Colleges has helped us evaluate the project and decide priorities.

Philip Woodes, the present project director has been most helpful during the leadership transition period of this project. His work on this project has been unbounding. Beverly Ross and Sharon Thomas have been the lively and untiring secretaries who have contributed so much to any successes this project has made.

Because of the many talented people dedicated to establishing community services at Quinsigamond Community College and community colleges in this country there is reason to believe that community services will soon be established as a major function of the Massachusetts Community Colleges and that new and imaginative programs will be servicing the needs of their respective communities in unique and creative ways.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS

I. INTRODUCTION. 1

II. AIMS. 1

A. Title I
B. Quinsigamond Project as a Demonstration

III. PROGRAMS (according to stages of development). 3

A. Operational
1. CLICS
2. Worcester Center for Community Studies
3. Community Newspaper
4. Remedial-Tutorial Program
B. Planning
C. Exploratory

IV. PROJECT ACTIVITIES OTHER THAN PROGRAMS. 11

A. Ancillary
B. Demonstration
C. Funding

V. RELATIONSHIP TO INITIAL PROPOSAL AND STATE TITLE I PLAN . 13

VI. UNIQUENESS OF QUINSIGAMOND PROJECT. 15

VII. FINANCIAL APPRAISAL AND STAFF 16

VIII. CONCLUSIONS AND ASSESSMENT. 17

IX. RECOMMENDATIONS 18

X. APPENDICES. 20

I. INTRODUCTION

The Quinsigamond Community College Community Educational Services Center is a demonstration project funded by Title I of the Higher Education Act of 1965. The project proposal was a direct result of faculty interest in offering special educational services to minority and low-income groups in the Worcester area.

II. AIMS

A. Title I

Since the project has been funded by Title I it must have aims which are consonant with the aims specified in the State Title I Plan. While the "Improvement of Local Government" is the state's general focus, this project's specific focus has been on poverty which the State Plan specifies as one problem of local government. Poverty as a problem of local government is approached by this project in terms of impoverished people and in terms of the agencies or other persons who may work with the impoverished. The aim of this project is to offer educational responses to problems of poverty as those responses relate to the improvement of local government.

B. Quinsigamond Project as a Demonstration

Quinsigamond Community College is the only higher educational institution established to serve the higher educational needs of the Worcester area. The problem areas mentioned by the State Title I Plan are community problems. The commission to solve these problems belongs uniquely to the community college: not to the exclusion however of other colleges and universities participating in solutions where appropriate.

While the Title I Community Services aim would seemingly be identical with a major function of the Massachusetts Community Colleges at large, the colleges have not begun to realize their community services function. Thus the project aims at demonstrating the community services function of the Massachusetts Community Colleges.

Unlike senior institutions and other junior institutions the community colleges are in an ideal position to institutionalize the "community services" function. The American Association of Junior Colleges has explicitly stated that community services represents the frontier of community college work. In the past year it has established a national coordinating office for the promotion of community services as a major function and defining characteristic of the community college. It is with an awareness of the national thrust toward community services among community colleges and a realization of the pilot nature of Title I that we have attempted to show in terms of the Title I focus on community services what community services means at a community college.

The demonstration is aimed at Massachusetts Community College administrators, the Massachusetts Board of Regional Community Colleges, and appropriate State of Massachusetts government officials. The point is to get continued funding for the types of programs we are offering either by re-establishing priorities within the colleges or by adding funds to the colleges or by doing both.

III. PROGRAMS

(according to stages of development)

Every program aims at offering more educational opportunities with special attention to minority and low-income groups. Our hope is to offer minority and low-income groups an opportunity for greater participation in the cultural and economic life of the community through education. It is our belief that with appropriate educational credentials many knowledgeable and intelligent low-income persons in the Worcester area will be able to share in the material wealth of the community. Several programs have resulted by coordinating available educational resources in the community-at-large with the segment of the community in need.

The method for offering programs varies with the goal of each program. It may be a course, seminar, assembly, curriculm, a combination of the previous or some other mode (possibly involving field work experiences).

The programs can best be described in terms of stages of development: viz, operative, planning and exploratory. (appendix 1).

A. Operational

1. "CLICS" is an acronym for Community Learning Innovation Centers. It is a program whereby volunteers qualified to teach courses at the community college level meet with interested low-income students (wide age-range of adults) at the Worcester Community Action Council Multi-Service Centers to explore questions of practical and academic interest. There is no tuition for this program.

The initial study group involving fifteen students and one faculty person has met twice as of this writing. The instructor has expressed great optimism regarding the educational opportunity offered by this program. A second study group is scheduled to meet within the next couple of weeks.

The faculty for this program was recruited by appealing to the faculty and spouses of the ten Worcester area colleges and to the lawyers and clergy of greater Worcester. (appendix 2). Over 1,000 letters and questionnaires were issued; there were more than sixty favorable responses. From the group interested, eight volunteer faculty participated in an orientation in which some neighborhood persons were among the orientors. The responsibility for recruiting neighborhood people was left largely up to the local multi-service center although the project has had questionnaires drawn up and distributed. (appendix 3).

The process for initiating a program in a particular center involves a center designate establishing the number of persons interested in a subject area. The designate then calls the project office at which time an appropriately qualified and oriented volunteer from the list of respondents would be asked to make an initial meeting with the group of students and a project staff person. Course content, number and frequency of meetings is roughly determined at the initial meeting. The question of credit is subject to request by the volunteer faculty to the Quinsigamond Community College Director of Continuing Education. Credit may vary from one to more than one depending upon the student's performance and the instructor's judgment.

2. Worcester Center for Community Studies

The Worcester Center for Community Studies is a loosely constituted group of academicians from the Greater Worcester Higher Educational Community. Its purpose has been roughly defined in terms of offering educational resources for the discovery and/or solution of problems in the Greater Worcester Community.

This Title I project is de facto strengthening the Worcester Center for Community Studies by offering a definite focus and set of methods for offering college resources to the community-at-large. Both CLICS and COVES (discussed below) are examples of these methods. It is intended that the Center will be officially constituted within the near future.

3. Community Newspaper

At the time of this writing the first edition of a Community Newspaper has gone to press. The paper will primarily serve low-income persons in the six or eight different low-income geographical locations in Worcester. The goals of the newspaper are to serve as a vehicle for inter-neighborhood communication, to help elevate the image of the low-income individual by permitting him an opportunity to appear in the print or photos of a bona fide newspaper, and to interest those persons who work on the newspaper in the broader spectrum of education particularly as it relates to the publication of the newspaper.

Quinsigamond's interest in a Community Newspaper is a result of information received at a statewide assembly of community organizers hosted by this project's director on February 26, 1969 at Quinsigamond Community College. At that time, need for a communicating vehicle both among Worcester's geographically dispersed low-income persons and between these persons and social service agencies became all too apparent.

Although the first issue of the newspaper is being published by project staff, subsequent issues will be published with the cooperation of Becker Junior College Journalism faculty and students. Becker is interested in the prospect of a realistic newspaper laboratory which the community newspaper can provide. It will supply students and a faculty editor an opportunity to work on a one-to-one basis with community persons interested in the publication of a newspaper. The Becker faculty-editor of the newspaper will work in conjuction with a community person who would be the editor-in-training. Articles and photos will be cosigned, etc. There is hope for adequate advertising which would provide a financial base for the continuation of the newspaper.

Discussion of problems and opportunities and news of common interest to Worcester's geographically fragmented low-income groups is being printed by the Community Newspaper. The newspaper will serve to relate persons to agencies and vice-versa while developing community among the low-income neighborhoods. Moreover, it will communicate to other populations by giving some concept of what life is like in certain sections of Worcester. The information carried in the newspaper will provide a background for community development; and community development is the function of good government.

4. Remedial-Tutorial Program

The Remedial-Tutorial Program is an experimental program of special recruiting, special financing, special counseling and special academic help offered to capable minority group and low-income students to help them complete the first two years of college. The program began on June 30, 1969, with six black students entering a

six week summer institute centered on English and communication skills; it will continue through two academic years and two more summers. The goal for the first summer institute is that appropriate English writing and speaking skills for doing college work would be developed by the students by the time they enter the fall semester. The method for achieving this goal employs a learning-by-tutoring principle under the guidance of an English instructor and a program coordinator.

The six students (hereafter referred to as tutors) ranged in age from 19 to 32. Each tutor was responsible for recruiting four junior high school level students (hereafter referred to as tutees). The tutees received English instruction by the tutors on a regular basis for six weeks. The tutoring relationship will continue through the next two years. It is hoped that the tutees will be encouraged to consider college as a goal or have that goal reinforced by the model provided by the tutors.

Staff who worked with the tutors included a special English instructor, some of the Quinsigamond counseling staff and a program coordinator hired through Title I money. (appendix 4). The overall effort for achieving the goals for both the tutors and the tutees involves parents of the tutees, other Quinsigamond faculty and staff, community persons serving on various committees (such as the selection and evaluation committees), personnel from the Worcester School Department, persons from other Worcester area colleges and staff from the Worcester Consortium.

It is planned that parents of the tutees will take a government seminar lead by a member of the volunteer faculty (part of CLICS) apropos of upcoming local elections. Not only will this educational opportunity be important for the parents themselves but it will reinforce the value of college in the minds of the tutees.

Although a full evaluation of this program or even the six week institute would not yet be possible, the results to date have been very promising. There are six black persons entering college who presumably would not otherwise have been at college; the educational resources of the community college are being offered to a broader spectrum of people both very young and very old; there is a new awareness by the college of its special responsibility to minority group and low-income students; and other area colleges are now considering similar programs. A limited evaluation of the program by the tutors appears in appendix 5.

B. Planning

Programs in the planning stage are those on the verge of offering concrete service. Urban-Suburban Assemblies and the Comprehensive Voluntary Educational System (COVES) are both scheduled for operation in the fall.

The Urban-Suburban Assemblies have been planned in conjunction with the Greater Worcester Ecumenical Social Action Council, the Kerner Commission Worcester Study Group and the Advisory Human Rights Commission. The goal is to establish sensitivity between the races. The need for this educational program in the Worcester area has already been documented by the mentioned groups.

COVES represents many months of work with the Worcester Volunteer Bureau, Professor Willard Callendar of the Clark Sociology Department and members of Worcester Service agency staffs. The program has resulted as an effect of Professor Callendar's report on voluntarism which indicated that a coordinated educational program for voluntary agency staffs and volunteers would result in more effective service by the more than 140 social service agencies in the Worcester area.

Negotiations for a one year operational grant for laying the groundwork for this system are under way. The system represents a major undertaking beyond the scope of a single institution. Quinsigamond's role in such a system would be key. Unprecendented coordination between the colleges and the social service agencies in the Worcester area is the hallmark of the system. The community college would provide a link between the academic community and the community-at-large.

C. Exploratory

At the exploratory stage one cannot point to concrete proposals or plans. The excitement generated by the meetings and the relations that the regional community college has established with local and other regional agencies is worth mentioning. It is with anticipation and eagerness that we await the coordinated programs of a comprehensive nature involving regional planning, regional service and regional education.

Programs in the exploratory stages are more easily understood in terms of those agencies or persons with whom we are developing relations. The presumption in developing these relations is that there are educational services that the community college may provide which it is not now providing. In the process of developing new relations community problem areas are discovered and appropriate solutions or programs are explored. Field work which requires the catalytic work of developing and sustaining new relations is the manner of keeping apprised of problem areas to which the community college can respond.

As faculty and interested agencies have become aware of the community service potential at Quinsigamond Community College they have identified problem areas in the community for the project's consideration.

Mr. Dick O'Brien of the Community Services Planning Council of Greater Worcester stated that prior to the initiation of the Quinsigamond Community Services Project he wouldn't have thought of calling upon the college to help solve community problems. The faculty Community Services Committee offers special insight into some types of problems and responses that might be considered by the college. The Remedial-Tutorial Program described below is an example of a program initiated by faculty interest.

New relations in which there has been real commitment by project staff involve the following: Belmont Community School, (School Department) Worcester Tenant's Association, Worcester Community Services (including special work with the Volunteer Bureau), the Central Massachusetts Regional Planning Commission, Comprehensive Health Planning and Coordinating Committee of Central Massachusetts, Worcester Community Action Council (especially the Multi-Service Centers and the Neighborhood Councils). Many meetings and much time have been devoted to investigating special problem areas with each of these groups. Our membership on committees and participation at meetings has always been with an eye toward special educational responses. In some cases, such as with Model Cities, we have met regularly (as members of the Education Task Force and in joint session with the Worcester School Committee) and submitted proposals for consideration. In such situations we have worked as consultants. We presently meet at regular collaborative staff meetings with Worcester Community Services and Central Massachusetts Regional Planning Commission in order to coordinate regional physical, social and educational service efforts. (The prospects for this effort are very exciting).

IV. PROJECT ACTIVITIES OTHER THAN PROGRAMS

In addition to the programs which offer educational services for the improvement of local government, there are other activities which accrue to the demonstration project. These activities are described as Ancillary, Demonstration, and Funding.

A. Ancillary

Ancillary activities are those which have involved the project staff in integrating its programs with the college and gaining support from other colleges, institutions, organizations, and agencies, whose interest is community services. Project staff participate in the orientation of Quinsigamond Community College faculty and staff in order to provide more and continuing services and help to insure the continuation of the work of this project.

Widespread interest in the developing community services function of colleges and universities has demanded the time and energy of college community services staffs for local, state, and national development. On a local level project staff coordinate with Community Services Planning Councils, Clark University, Holy Cross College, Assumption College, Becker Junior College and other educational institutions including the Worcester Consortium and others. The state Title I agency has itself conducted programs of unique worth at the state level in which project staff have participated. Moreover, we are presently exploring a unique set of programs to be coordinated with the University of Massachusetts.

On a national scale staff time has been devoted to the development of the National Council on Community Services for Community and Junior Colleges. Moreover, we have established dialogue with colleges across the country resulting in very fruitful exchanges of information

apropos of community college community services.

While ancillary activities are quite time consuming they serve both to coordinate our programs with ongoing and new programs and to provide part of the program development function for this project.

B. Demonstration

The process of institutionalizing the community services function demands reporting, evaluating and convincing personnel at local and state levels. Films, photographs, reports and meetings have been the vehicles for meeting the aim discussed in II B. above. This work has demanded much time.

C. Funding

Insuring the continuation of this project is a concern of staff personnel. While there is no question concerning the necessity of performing the community services function at the community college, there is no guarantee that the programs we have begun (or those we are exploring) will be continued (or will be developed). Thus there has been the need to investigate continued funding from Title I while exploring additional federal and non-federal financing.

By attempting to develop and demonstrate the whole community services function at an institution we realize that we have accepted the responsiblity for far more than a single program. Mr. Kenneth Cummiskey, Director of the National Community Services Council for the American Association for Junior Colleges recently informed us that we are developing a Community Services model operating on a minimal budget. The services we have begun to provide far outweigh the cost of this project.

V. RELATIONSHIP TO INITIAL PROPOSAL AND STATE TITLE I PLAN

In the initial proposal a survey was indicated; it has not been undertaken and will not be by this project. It has been since determined that the community (of interest to this project) has received more than its share of surveys and another one would tend to alienate rather than communicate. There is enough information about the community available through the Holy Cross data bank and various agencies to proceed scientifically. Community problem identification and establishing Quinsigamond's role in appropriate solutions is seen as a dynamic process rather than the result of a one-shot survey. Establishing relations with people and agencies where problems geographically tend to be is a first step for project staff in discovering community problems. This process was discussed above under programs in the exploratory stage of development.

As problems have been identified we have attempted to establish appropriate task forces (appendix 1) involving college personnel, community people and appropriate agency personnel. E.g., in the case of the Remedial-Tutorial Program there were five committees involving a total of 18 people performing functional roles on questions of selection, evaluation, academic direction, etc. It was the Quinsigamond Ad Hoc Faculty Community Service Committee which suggested the Remedial-Tutorial Program.

While it is intended that an overall project steering committee will be established there have been individual program steering committees of community people, community college faculty and professional people. The project steering committee will probably have its first meeting in late September or early October.

The Information Center alluded to in the initial proposal will become operative through the community newspaper. It is hoped that the local citizenry will be kept informed as to services available and that agencies will be informed of services provided. A spin-off will be a communication vehicle between urban and suburban groups. The correlation between providing information and achieving better government is almost direct. The newspaper will aid in community development which of course is the aim of government.

In every program established by the project there is an educational dimension and there is a community development dimension. Since good government is a function of an educated citizenry the project immediately fills its obligations to the State Title I Plan by providing education to special groups. By emphasizing the community development dimension in each program the project has made its goal the same as that of government and further insured adherence to the State Title I Plan. But more specifically the project in many cases deals with educational responses which will aid government from the standpoint of both agencies and the citizenry. E.g., a set of seminars involving candidates for local office is now being planned for September and October. Special invitation will be made to parents of the tutees from the Remedial-Tutorial Program. In the planned Urban-Suburban Assemblies, the project offers the educational component to Kerner Commission and to Advisory Human Rights Study Groups. Emphasis is being placed on governmental and quasi-governmental questions in the courses being offered through the CLICS program; the first two study groups are studying questions of law. The planned COVES program will work with consumers and governmental agency staff. In the exploratory stages through

regular meetings with Worcester Community Service and the Central Massachusetts Planning Commission is a set of seminars offering academic credit to the local commissioners in order to apprise them of contemporary social problems and how social problems relate to physical planning.

Consistent with the State Plan in a most significant sense is our overall attempt to deal with a problem of government viz. poverty through education. It is our hope that by discovering and offering new and broader educational opportunities to the poor that a significant portion of the Greater Worcester Community will be invited to more meaningful participation in the life of that community. Consonant with this thinking is the realization that economic opportunity is nearly a direct function of education. In the Worcester area where there is a growing number of Blacks and Puerto Ricans as well as many other minority groups the well of human potential must be catalytically explored and given opportunity for realization. This is exactly the role of the community services project at Quinsigamond Community College. And as this function is performed local government stands to be improved.

VI. UNIQUENESS OF QUINSIGAMOND PROJECT

While many Title I grants are made for single programs, the Quinsigamond Project has immersed itself in a myriad of programs. There are several reasons for this. As a community college, Quinsigamond has a special role in providing community services which it has not yet realized. Secondly, there is a wealth of educational resource in the Worcester area that simply needs focusing in terms of Worcester area problems. Finally, Worcester's problems while they cannot be

overlooked are neither so many nor so great that they do not admit of solution. Quinsigamond's position in terms of Worcester educational resources and Worcester problems is key. While on one hand a member of the higher educational community, it is the only institution expressly commissioned with the task of solving community problems. Moreover, it is not yet burdened with a tradition or mold that will prevent it from experimenting with any educational solutions. Thus it is the task of this demonstration to show that Quinsigamond in effect is the funnel for the fruits of research and educational resources which may be applied in the broadest sense to community problems. If the project were limited to a specific problem area it would not have been possible to demonstrate the community services role of Quinsigamond Community College.

It is to Quinsigamond's advantage to be a part of the Worcester Consortium. The Consortium is doing much to coordinate educational efforts and eliminate duplication. The Consortium is a manifestation of a spirit of cooperation on the part of Worcester's colleges to work together. This spirit can only help Quinsigamond better serve the Worcester Community.

VII. FINANCIAL APPRASIAL AND STAFF

There have been approximately three hundred participants in the project to date. Appropriate records of their involvement are being kept. Their evaluations will be solicited by questionnaire at the termination of this project.

The first several months of the project's operation were used in large part for planning. Now that several programs are operational we have realized much "In-Kind" contribution which will account for a large percentage of Quinsigamond's "Matching Contribution." A budgetary assessment appears in appendix 6.

By careful management, the Project Director's salary will have provided for three staff persons for varying lengths of time through the project's operation. At all times the project will have a director and for many weeks the project has had several staff persons. Robert Hazard, the Remedial-Tutorial Program coordinator worked for ten weeks during the summer. Brian Donnelly the original Project Director officially terminated on July 13, 1969. Philip Woodes is the official project director starting May 12, 1969, through the Project's termination.

VIII. CONCLUSIONS AND ASSESSMENT

Mr. Kenneth Cummiskey, Director of the A.A.J.C. Community Services Project, indicated his belief that the Quinsigamond Project could serve as a national model for community college community services centers. There was some question in his mind however regarding the proposed cost of the Project's operation and the services being provided. He recommended that the project director select several of the programs that have the greatest prospect for success and emphasize them (implying that there was not enough money available in the budget to finance all of the programs).

While in agreement with Mr. Cummiskey's professional assessment that many of the programs begun by this project are worthy of individual budgets comparable to the total project cost we believe that the many available resources in the Worcester area simply need direction in order for the community to obtain realization of service. E.g., while both CLICS and the Community Newspaper are major undertakings in themselves it is by a minimum of Project Staff time that these should continue once they have been set up.

The catalytic nature of this project in matching resources with needs speaks of how invaluable its continuation and ultimate institutionalization is. Because of the "coordinating" role that the project in large part plays we believe it can continue to provide a multi-program approach. Service provided through this approach is far out of proportion to its cost.

IX. RECOMMENDATIONS

Although State Legislators and Administrators for the Regional Board of Community Colleges have been contacted regarding this project and the unique community service function of the community college it is our opinion that the Massachusetts Department of Higher Education should apprise the appropriate persons of this project, the project's worth and the need for explicitly establishing "community services" as a major function of the Massachusetts Community Colleges. Moreover, the Legislature and appropriate state government offices once apprised of this project's worth should appropriate adequate funds in the regular

community college budget for establishing community service offices at each of the state's regional community colleges. While the above recommendations should be carried out as quickly as possible, Title I money should continue to support this project until such time as "community services" is more than a rhetorical commitment by fiscal authorities and is supported by a line item in the community college budgets.

PROJECT QUEST - PPBS Flow chart - I

Title	Problem Identified	TASK force ✓ Q.C.C. ⊗ community other	Response Identified ⊙	Projected Program Start	1. Course 4 cur 2. Seminar 3. Assembly 5. other	Goal	Aim
Evaluation Advisory Bd. surrounding Area - Film	✳		⊙	8/28/69 tutor 1/68 Faculty	5	Evaluation Response	
Remedial Tutorial (Parent of Sr. High)	✳	✓ ⊗	⊙	7/01/69 (6/30 - 30B)	5.) combination	Inner = I Pot Blacks (1st-4th) other	
Urban Suburban Assemblies (Black-white)	✳	⊗				Relationship sensitivity Local	
Welfare Dept (self-Help)	✳					Development Careers cooperation	
Para Professionals	Health Volunteers coord. social work teaching		⊙	9/69 1/70	1, 2, 4, 5	Institute	
communications move	✳	⊗ MOVE	⊙		9/1/69	LINKS	
Newspaper	✳	⊗ mix	⊙		5		
Volunteer Study (COVES)	✳	✓ ⊗ COVES	⊙	Sept. 1969	5, 3	Coord. Vol. Education	
Wore. center community Studies	✳					Survey Evaluation Research	
Belmont community School	✳	membership or Advisory Com.				LINK Education	
out-Reach Faculty Volunteers	✳	CLICS		8/69	5	Relationship 2 ways communication	
Regional + [illegible]	X	⊗ GROWING WTA, INC.	⊙	June. 1969	Proposal for pilot Program	Higher Ed. Input to	

Input = Higher education resources + Government
CATALYTIC - change - Action
Output = Improved Local Government

The Commonwealth of Massachusetts

Quinsigamond Community College

251 Belmont Street, Worcester 01605

TELEPHONE: 756-3593

July 2, 1969

Dear Professor:

"'Get an education' is the traditional U. S. answer to poverty and inequality." This sentence began a recent Time magazine report of a crisis situation at the City College of New York. If the above dictate is accurate, it seems that educators have a special part to play in alleviating poverty.

Because of the large number of faculty (and other persons with Masters degrees such as faculty spouses) in Worcester, we have a unique opportunity to offer special help to the educationally disadvantaged.

Quinsigamond Community College is hoping to sponsor courses by volunteer faculty in the Worcester Community Action Council Opportunity Centers starting this summer to persons who can afford neither tuition nor commuting expenses. Whether the courses will be offered is contingent upon volunteer faculty and neighborhood interest in a particular discipline.

Some courses that have been suggested by neighborhood workers are the following: Public Speaking, Black Literature, Basic and Child Psychology, Business Management (apropos of starting one's own business), Basic Law, Marriage and Family Law, Tenant Law, and other courses aimed at improving government. New Methods and techniques as well as experimental courses are of particular interest. Other programs such as a bona fide community newspaper and Urban-Suburban (Black-White) Assemblies will require faculty direction.

If you are interested in these programs or if you have an idea for some other program that might involve the community college, please fill out the enclosed questionnaire and return it to me.

Sincerely,

Brian Donnelly

Brian Donnelly
Instructor of Philosophy
Director of Community Service Project

set

NAME:

ADDRESS:

COLLEGE OF UNIVERSITY:

TEACHING EXPERIENCE:

DEGREE(S): AREA:

(OVER)

1. _____ I am interested in volunteering this summer.

2. _____ I would like to experiment with a new course, such as _____

3. _____ I am interested in some other possibility (Described below.)

4. _____ I would like to help starting in September or some later date.

Quinsigamond Community College

Community
Educational Service Project

251 Belmont Street
Worcester, Mass.

PIEDMONT OPPORTUNITY CENTER
139 CHANDLER STREET
WORCESTER, MASS. 01609

Please Return to your neighborhood center

PROJECT QUEST IS ---

. Quinsigamond Community College
. Educational
. Service
. Talent

A SPECIAL DEMONSTRATION

. Funded by Title I, Higher Education Act & Quinsigamond Community College

A COMMUNITY LEARNING INNOVATION CENTER-CLEC

. Faculty Volunteers
. Student-Teacher Planned
. Space Volunteered
. Decision-Making
. Mutual Learning by Doing

AN EXPLORATION INTO

. Community and College Cooperation on urban & regional Problems
. Educational Innovations
. Increasing Educational Opportunities
. Improving Social Communication

A PROBE OF THE FUTURE

. What will Higher Education be ?
. What role will "Learning play in our future community ?
. What will "Community Education Mean"?

(unfold)

ARE YOU SEARCHING ?

DO YOU WISH TO EXPLORE ?

HOW ABOUT TRYING

PROJECT

QUEST !

FREE!

You and other students and the Teams of Faculty can share a seminar or workshop or academic program - on a topic of your interest - in your community !

(Continue on rear of folder)

PROJECTED BUDGET FOR REMEDIAL-TUTORIAL PROGRAM

For One Year (6/30/69-Spring Semester, 1970)

1.	One Summer School Instructor for Two Courses	Summer School Budget	$1,400.00
2.	Academic Year Tuition and Fees @$237.50/yr. x 6	Education Opportunity Grant	$1,365.00
3.	Work Program		
	a. Summer: 30/hr/wk x 6 wks	Work-Study Program	$1,080.00
	b. Academic: 10 hrs/wk year x 32 wks x 6 st's.	Work-Study Program	$1,920.00
4.	Books and Supplies		
	a. Tutors: $75 (?)/sem x 6	E.O.G.	$ 900.00
	b. Tutees:	Q.C.C. Operating Budget	$ 500.00
5.	One Coordinator:		
	a. Summer @$100/wk x 10 wks	Title I Grant	$1,000.00
	b. Projected @$2/hr for 15 hrs/wk x 32 wks	Work-Study	$ 640.00
6.		GRAND TOTAL:	$8,805.00

APPENDIX G

Tutors Report On Remedial Tutorial Program

Belynda Jolley

The Summer Expertimental Tutorial Program has been a great many things to me and my tutees.

At the beginning of the program my only inspiration was to make the money and to get into college. But as I began to think and really get involved with the things that this program offerred I put forth my best efforts to make my part of the program a success. I began to realize that I had something to offer in a very special way. The students were not very interested at first, but as I began to stress the importance of the young Black Americans and the very important part they played in the Black Community, they also began to show interest.

The students I began with were Bonnie Lucus, Windy Rogers, Clyde Baines and George Benson After two weeks of work with these students more of the kids in the community became interested. There were twelve children besides the ones I was authorized to tutor that I did tutor.

I was the representive from the Prospect area. I tutored one or two hours in the morning from nine until ten or eleven. The subject I tutored was English. Surprisingly, the students were very cooperative I found it surprising because these children were nine, ten and eleven years of age.

Some of the places and things we did were: visiting Lincoln Nursing Home, the Art Museums, the Carousel Theater, Fenway Park, New England Envelope, and Coses Pond We went into the community and took pictures. We went swimming, shooting pool, shopping and visiting each others homes. We also sponsered a variety show. We went out for dinner a few times also.

Through this program I have received inspiration to work with people and to understand the things people think and say. At times during the time I was with the children we had conversations about the Black Community and how they felt about the way things are in their city The answers I received from them were both harsh and intelligent. I feel that if the younger generation can see that there is something wrong with the world and the races and that there is something very wrong with the so called mature adults who are the leaders of our country

I have also gained the power to adjust and cope with new people and conditions. I have found new friends and new ideas.

From the part that my tutor has offerred I have gained a new way to study, communicate, and react to the academic part of this program.

I'm sure I have not accomplished all that I should but from the part that I have accomplished I will never forget and I'm sure that the tutees will not forget I know I have not Completely described the program, but

I have stressed the most important part of the program as I see it. I have larned to cultivate the science of human relationship, this means living, working, and loving in the same world with peace My only goal is peace. Peace through prayer is a wonderful goal, and the only way that man is to succeed this goal is to learn the true secrets of prayer. All things are possible and I shall but forth my best efforts to see that I play my part in helping my race get to the top of the world which God gave all Mankind.

Tutors Report on Remedial Tutorial Program

Joyce Bademosi

The tutorial program is a sound and workable idea which is based on the principle of "killing two birds with one stone." It is fast achieving its purpose. The training one under goes and tries to impart to the four tutees in ones class becomes a way of revieving the exercise which one has learned and also of correcting any gaps in ones education. The energy thus exerted in tutoring its stimuli to tutor and tutees alike and is good preparation for college work.

A noticeable aspect of the program is seen in the fact, that some tutees, who enter primarily because their parents insist soon begin speaking and writing very positively about their hopes and aspirations. It therefore must be assumed that some form of identification with the tutor has taken place The loose structure of the program enables the tutor to use his initiative with regard to his method of teaching. The accent is on advising suggesting self help along with the textbook instruction For example: authors are suggested for purposeful and functional reading and trips are organized to places of interest such as museums, art galleries, factories, playgrounds, theatre These have a dual purpose. The tutee gain first hand knowledge, absorbs culture, sees hope while enjoying recreation In this way the tutee assumes the role of his own tutor.

This very generous and worthy gesture on the part of the Federal Government in making this program possible for black students should be highly acclaimed. The priceless value of education is the key that will unlock the doors of poverty to a brighter and better tomorrow. Civil Rights can protect us by law but we can best enjoy these rights in the freedom of knowledge and in our efforts to attain our highest aspirations.

Finally, as this program helps us the tutors, so we will continue to strive to help the tutees and show them the way to help themselves

Tutors Report On Remedial Tutorial Program

Eugene Hazard

My own involvement in this program is that of a tutor. By that I mean to say: "I've made an attempt to instruct children of junior high school age." The program was meant to sway away from classroom type instructions. At this time I have grown so that I am able to talk to my students and gather a conversation together after a few minutes.

I must admit it was quite hard to get where I am today. Not too long ago Miss Mary Savage showed us a film about attitudes in the classrooms of a school in New York City. The film displayed how each instructor handled their own class. Had I seen this film some time earlier in the program I feel I might have had a little more fore-sight and have known how to comprehend the needs of my students. I felt that talking about the problems was fine But once you are with the kids, it's an entirely new bag.

I must say I feel that the object of this program is more than I feel was obtainable in such a short time. (Speaking only of my own students.)

With school opening soon, I'll have a more concrete subject to teach. Before the two years are over, I known I'll have broadened insight and fore-sight of my students.

Tutors Report On Remedial Tutorial Program

Linda Prydgon

I spent the first week finding some place to take the children and getting them to come to the class. Doing little things with them to find out their downfall.

I brought them up to see Professor Bowden to take the Kuder Test to find their interests. But the test wasn't valid. Professor Bowden asked them a few questions and found that one would be good as a Physical Education teacher and the other as a Geologist.

We went over the eight parts of speech. I found that they were not listening because they were not interest Their minds were elsewhere. So shortly after that I decided to do a play. During the beginning they didn't like the idea but after we got started the children loved it. The program could have been improved by giving us a room and by being more organized, for example: one hour for staff discussion on Monday and the rest of the time for class.

Tutors Report On Remedial Tutorial Program

Sylvia Jackson

I feel that the Tutorial Program needs to fill in a few gapes that have been left open by those of us that participated I think it should be up to each person involved in the program to help strengthen it's potentials without feeling like a threat to each other

I do understand our separation from the rest of the College, but I wonder how this will change in September? Those faculty members who seem sincere and open in assisting and meeting with us. I compare a few faculty members with a few staff members of the Library and asked what makes the difference in attitudes?

Through group or staff meetings all of the tutors do recongize that the college, the community and parents, friends of the "tutees" are watching us Despite the feeling that we may sometimes share, we do realize the importance of success and should perhaps make our motto "First Things First "

If this is a demonstration project then each must demonstrate individually his needs for education must inform the community of the need for Blacks in general to be educated, must demonstrate why it is right to gear the tutorial program to twenty four Black children in Worcester Public School and six Black adults seeking college education.

It is difficult to evaluate my program for six weeks. For example: one boy just came for the first time last week He is great and knows his weakness and downfalls in school. All of the children would like to continue in the fall, and although their interest dropped at one time, they regained it, seemingly when they understood what we can do as a group, or as individuals

PROJECTED COMMUNITY SERVICES ADMINISTRATIVE BUDGET

January 21 - June 13 (Donnelly)		$2,700.00
May 12 - June 27 (Woodes)	7 weeks @ $200.00	1,400.00
June 30 - September 5 (Hazard)	10 weeks @ $100.00	1,000.00
July 7 - August, (Donnelly)	4 weeks @ $260.00	1,040.00
		$6,140.00

Salaries in Budget	$12,500.00
(Above)	6,140.00
Balance in Budget	6,360.00
Paid through May (Woodes)	1,400.00
	$ 7,760.00

Estimated In-Kind Contribution to September, 1969 $9,000.00